**Estudio de caso sobre la partición de Costa Rica en ATC21S promoción**

**Propuesta de abstract**

In response to the request of the Interamerican Development Bank (IBD), and with the support of Intel América Latina and Microsoft Latinoamérica, the ATC21S consortium authorized the creation of a Latin American Chapter, with Costa Rica as the first associate country from the region. In Costa Rica, the project is called “Evaluación de las Competencias del siglo XXI” and is being implemented by the Public Ministry of Education (MEP) and the Fundación Omar Dengo (FOD), with the aid of the Costa Rica-USA Foundation for Cooperation (CRUSA). This project hopes that the knowledge acquired in Costa Rica can be used to disseminate the experience to the rest of the region.

The main goal of the Latin American Chapter is to validate the instruments that have been designed so far, in order to be able to measure the 21st century skills and to contextualize them in the Latin American countries.

With a very active participation in the project, Costa Rica aims to improve the quality of its education by promoting changes in educational policies. Furthermore, the country wants to offer educational resources for the development and the assessment of the 21st century skills through educational environments that rely on the efficient use of digital technologies, for all Latin American countries.

The also active participation of teachers in this research process will encourage the creation of new educational resources that allow the teaching and assessment of these skills, as well as their spreading through virtual platforms. The experience gained with ATC21S will be used to motivate new assessment models that can be applied to the already existing learning programs in every level and subject matter of the national curriculum, as well as of the Latin American countries curricula.

The project will put a special emphasis on the promotion and respect of interculturality and diversity of all countries, the integration of their people, the promotion of citizenship, freedom of expression and the dynamic use of virtual environments in education. Through this initiative, Costa Rica not only will strengthen its educational system: thanks to the pilot experience, the country will be able to participate and actively lead a regional dialogue on the new educational needs oriented towards the 21st century, that will respond to an inclusive education in a challenging informational era.

In Costa Rica the initiative has been structured into two components. The first one is its active participation as a member of the international project ATC21S, which implies the validation, translation and contextualization of the tests for the Latin American context, as well as the technical feedback and the spreading of the results. The second component feeds directly from the results of the first one, and comprises the strengthening of educational practices and the training on 21st century skills for teachers, and the creation of educational resources that allow their assessment in virtual environments.

As part of ATC21S, the Costarican team work has focused on two main activities: 1) the creation of new tests, suppor materials and their spreading, la creación de nuevas pruebas, materiales de apoyo y su divulgación, respondiendo a la diversidad cultural y lingüística apropiada al contexto latinoamericano; y 2) la realización de pilotos y pruebas de gran escala de los instrumentos de evaluación.

En la experiencia realizada, destaca la apropiación de la iniciativa por parte de los docentes y los estudiantes. Los primeros se mostraron comprometidos y muy interesados en las pruebas así como en las competencias que pretenden medir, consideran que la evaluación de éstas es relevante y pertinente en el ámbito educativo, además de responder a la mediación pedagógica, por generar en los estudiantes la necesidad de desarrollar habilidades colaborativas.

En los estudiantes, las reacciones fueron también positivas. Las pruebas despertaron interés, aún cuando no siempre les fue sencillo resolver los ejercicios. Es importante destacar que en el proceso de laboratorios cognitivos y de aplicación de pruebas, fue posible identificar algunas necesidades extrapolables al contexto educativo costarricense en general. Por ejemplo, la dificultad para resolver las pruebas puede explicarse por una capacidad exploratoria poco desarrollada debido al sistema directivo de instrucciones al que están acostumbrados al ser evaluados. La evaluación responde a planteamientos más rígidos, basados en contenidos curriculares más que en la habilidad de utilizar los contenidos en la vida diaria. En cambio, los estudiantes apreciaron altamente la oportunidad de interactuar con sus compañeros.

Esta respuesta de los docentes y de los estudiantes justifica la importancia de concientizar a los países y organizaciones participantes en el proyecto, a promover las condiciones necesarias que permitan continuar creando recursos educativos innovadores que estén alcance de todos.